

Duval County Public Schools

Jean Ribault Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Jean Ribault Middle School

3610 RIBAUT SCENIC DR, Jacksonville, FL 32208

<http://www.duvalschools.org/rms>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	D*

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide exceptional educational opportunities for every student, everyday.

Provide the school's vision statement.

All students are motivated to capitalize on every learning opportunity that will prepare them for high school and beyond.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Williams, Ronnie	Principal
Jones, Seanta	School Counselor
Clayton, Deidra	School Counselor
Burroughs, Lakeisha	Instructional Coach
Moses, Lisa	Instructional Coach
Hall, Mishel'le	Dean
Brown, Latoya	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal Williams oversees distribution and instructional leadership initiatives/admin contact for ELA/Reading

Ms. Jones-Leadership team member and SDM chair

Ms. Clayton-Leadership team member

Ms. Burrioughs-Leadership member and SDM vice-chair

Ms. Moses-Leadership team member

Ms. Hall-Leadership team member and PBIS team member

Ms. Brown-Admin and Leadership team member/Admin contact for Science and Civics/Law Studies

Not listed above because their name is not available

Ms. Robin Renelus-Admin and Leadership member/Admin contact for Math

Mr. Richard Grooms-Dean/Leadership team member and PBIS team member

Ms. Brenda Thomas-Leadership team member/Fully released Varying Exceptionalities teacher

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 10/16/2018

Year 2016-17 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	43	51	27	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	2	2	2	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	5	12	13	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	0	0	0	89	97	93	0	0	0	0	279

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	126	134	101	0	0	0	0	361

Year 2016-17 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	43	51	27	0	0	0	0	121	
One or more suspensions	0	0	0	0	0	0	2	2	2	0	0	0	0	6	
Course failure in ELA or Math	0	0	0	0	0	0	5	12	13	0	0	0	0	30	
Level 1 on statewide assessment	0	0	0	0	0	0	89	97	93	0	0	0	0	279	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	126	134	101	0	0	0	0	361

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was 8th grade Science, 2% proficiency. No, this is not a trend. The 2017 8th grade Science proficiency rate was 16%.

Which data component showed the greatest decline from prior year?

The Civics assessment results component showed the greatest decline from 2017 to 2018, 21% decrease.

Which data component had the biggest gap when compared to the state average?

Our 8th grade Science achievement results had the biggest gap when compared to the state average, 2% school vs. 52% state avg.

Which data component showed the most improvement? Is this a trend?

Our Reading proficiency increased by 2%. Historically, our reading data results have been ranged between 20-25%. This has been a historical trend.

Describe the actions or changes that led to the improvement in this area.

The primary action(s) that led to the improvement in this area is the consistent monitoring of the ELA/Reading classes. The entire ELA/Reading department was new, therefore, it required a lot of coaching and modeling for teachers. Also, all students were scheduled to be double-blocked in ELA/Reading. Therefore, students received ELA or Reading instruction daily.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	42%	53%	22%	42%	52%
ELA Learning Gains	36%	47%	54%	40%	48%	53%
ELA Lowest 25th Percentile	38%	44%	47%	42%	44%	45%
Math Achievement	35%	46%	58%	29%	43%	55%
Math Learning Gains	43%	50%	57%	41%	49%	55%
Math Lowest 25th Percentile	44%	47%	51%	46%	45%	47%
Science Achievement	18%	45%	52%	11%	42%	50%
Social Studies Achievement	42%	82%	72%	36%	59%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (43)	0 (51)	0 (27)	0 (121)
One or more suspensions	0 (2)	0 (2)	0 (2)	0 (6)
Course failure in ELA or Math	0 (5)	0 (12)	0 (13)	0 (30)
Level 1 on statewide assessment	0 (89)	0 (97)	0 (93)	0 (279)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	21%	44%	-23%	52%	-31%
	2017	17%	43%	-26%	52%	-35%
Same Grade Comparison		4%				
Cohort Comparison						
07	2018	16%	41%	-25%	51%	-35%
	2017	24%	44%	-20%	52%	-28%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				
08	2018	21%	51%	-30%	58%	-37%
	2017	24%	50%	-26%	55%	-31%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	32%	42%	-10%	52%	-20%
	2017	30%	39%	-9%	51%	-21%
Same Grade Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
07	2018	20%	50%	-30%	54%	-34%
	2017	33%	48%	-15%	53%	-20%
Same Grade Comparison		-13%				
Cohort Comparison		-10%				
08	2018	17%	31%	-14%	45%	-28%
	2017	32%	32%	0%	46%	-14%
Same Grade Comparison		-15%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	2%	44%	-42%	50%	-48%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	23%	63%	-40%	65%	-42%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	84%	-49%	71%	-36%
2017	56%	65%	-9%	69%	-13%
Compare		-21%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	82%	61%	21%	62%	20%
2017	100%	70%	30%	60%	40%
Compare		-18%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	50	42	40	49	46	54	55			
BLK	23	35	37	34	42	44	17	41	56		
MUL	42	50		53	50						
WHT	41	44		53	50						
FRL	25	36	39	34	42	46	18	43	62		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	36	32	13	35	45	11	28			
BLK	19	40	41	34	48	52	15	53	56		
MUL	47	41		31	44						
WHT	27			43	40						
FRL	19	38	42	32	48	51	15	53	59		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Achievement
Rationale	The overall of proficiency is currently at 19% in comparison to the states avg. The school has demonstrated a decline in overall proficiency from 2017 to 2018.
Intended Outcome	The goal is to increase proficiency to more closely align with both the district and state's current level of demonstrated proficiency. This will require a gain of approximately----- % overall for students in grades 6-8.
Point Person	[no one identified]
Action Step	
Description	<p>Implement Teenengagement as a structured component of our Reading curriculum to support our varied groups of readers (proficiency, learning gains, and lowest 25%) to ensure they have access to grade level text and strategies to assist them in comprehending the material. This will also include Professional Development for Reading teachers throughout the course of the year facilitated by Teenengagement facilitators.</p> <p>*Utilize Reading Coach to provide targeted professional development for ELA/reading teachers to implement small group and differentiated instruction practices through the use of the Reading/ELA Framework, curriculum, and supplemental resources.</p> <p>*Utilize additional Reading teacher so that Level 2 students can be scheduled into Intensive Reading classes.</p> <p>*Utilize Reading Interventionist to provided small group instruction for Level 2 students that need to demonstrate proficiency and/or learning gains.</p> <p>*After-school and/or Saturday School tutoring will be strategically planned from October-February to provided tier 3 support to Level 1 and 2 students who are able to register for after-school support sessions.</p>
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<p>*Monthly review of student Lexile growth via Achieve 3000 data reports</p> <p>*Weekly review of student performance on district and unit assessments and exit slips in PLCs to inform instruction and lesson planning</p> <p>*Weekly/bi-weekly teacher-student data chats and goal setting sessions to increase student efficacy and ownership</p> <p>*Monthly admin-teacher data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs</p>
Person Responsible	[no one identified]

Activity #2	
Title	Math Achievement
Rationale	The overall of proficiency is currently at 19% in comparison to the states avg. The school has demonstrated a decline in overall proficiency from 2017 to 2018.
Intended Outcome	The goal is to increase proficiency to more closely align with both the district and state's current level of demonstrated proficiency. This will require a gain of approximately----- % overall for students in grades 6-8.
Point Person	[no one identified]
Action Step	
Description	<ul style="list-style-type: none"> *Utilize Math Coach to provide targeted professional development for math teachers to implement small group and differentiated instruction practices through the use of the Math Framework curriculum and supplemental resources. *Utilize Math Interventionist to provided small group instruction for Level 1 students that need to demonstrate learning gains and/or move to proficiency that were not be double blocked into Intensive Math courses due to master schedule constraints. *Schedule level 2 students into Intensive Math as a supplement to their core math classes. These students will be double blocked into Intensive Math as our master schedule permits. *After-school and/or Saturday School Math tutoring will be strategically planned from October-February to provided tier 3 support to Level 1 and 2 students who are able to register for after-school support sessions.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Monthly review of student growth via i-Ready reports, district module, Mid-Module and teacher-created Unit exams. *Weekly review of student performance on district and unit assessments and exit slips in PLC meetings to inform instruction *Weekly/bi-weekly teacher-student data chats and goal setting sessions to increase student efficacy and ownership *Monthly admin-teacher data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs
Person Responsible	[no one identified]

Activity #3	
Title	Science Achievement
Rationale	The overall of proficiency is currently at 2% in comparison to the states avg. of 52%. The school has demonstrated a decline in overall proficiency from 2017 to 2018
Intended Outcome	The goal is to increase proficiency to more closely align with both the district and state's current level of demonstrated proficiency. This will require a gain of approximately % overall for students in grades 6-8.
Point Person	[no one identified]
Action Step	
Description	<ul style="list-style-type: none"> *Utilize shared Science Specialist to provide targeted professional development for 8th grade Science teachers to implement small group and differentiated instruction practices through the use of the Science Framework curriculum and supplemental resources. *Implement Study Island as a supplemental online program of our 8th grade Science curriculum to ensure student access to blended learning resources aligned to grade level text and activities. This will include --*Professional Development and webinars for 8th grade Science teachers throughout the course of the year facilitated by Study Island trainers. *Utilize share Science specialist to provide small group instruction for targeted students that need to demonstrate proficiency. *After-school and/or Saturday School Science tutoring will be strategically planned from October-February to provide tier 3 support to targeted students who are able to register for after-school support sessions.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Monthly review of student learning growth via Study Island reports. *Weekly review of student performance on district and unit assessments and exit slips in PLCs to inform instruction and lesson planning *Weekly/bi-weekly teacher-student data chats and goal setting sessions to increase student efficacy and ownership *Monthly admin-teacher data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs *Weekly administrative observations of instructional practices in classrooms
Person Responsible	[no one identified]

Activity #4	
Title	Social Studies Achievement
Rationale	The overall of proficiency is currently at 35% in comparison to the states avg. The school has demonstrated a decline in overall proficiency from 2017 to 2018.
Intended Outcome	The goal is to increase proficiency to more closely align with both the district and state's current level of demonstrated proficiency. This will require a gain of approximately----- % overall for students in grades 6-8.
Point Person	[no one identified]
Action Step	
Description	<ul style="list-style-type: none"> *Utilize Reading Coach/admin to provide targeted professional development for Civics/Law Studies teachers to implement small group and differentiated instruction practices through the use of the Civics/Law Studies Framework, curriculum, and supplemental resources. *After-school and/or Saturday School tutoring will be strategically planned from October-February to provided tier 3 support to targeted Civics students who are able to register for after-school support sessions.
Person Responsible	[no one identified]
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> *Monthly review of student Lexile growth via Achieve 3000 data reports *Weekly review of student performance on district/unit assessments and exit slips in PLC meetings to inform instruction and lesson planning *Weekly/bi-weekly teacher-student data chats and goal setting sessions to increase student efficacy and ownership *Monthly admin-teacher data chats to increase teacher efficacy and make necessary shifts to academic focus based on student needs *Weekly administrative observations of instructional practices in classrooms
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We will increase parent involvement activities by 50% by offering monthly parent events during varying times in order to attract all parents.

We will solicit feedback from parents regarding activities they would be interested in happening at JRMS.

We will offer interactive tutorials to parents who are unfamiliar with Gradeportal, teacher and school websites.

We will communicate classroom and school news to parents via JRMS website, parent link, Robcalls and flyers.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students social-emotional needs are addressed through various measures aimed at providing counseling, mentoring and services that ensure student success. The office of student services works closely with our school guidance department and to provide students with the necessary requisites for achievement. Guidance counselors are available to meet with students to deal with school related and home issues that may be affecting school performances through one-on-one session and referrals to outside agencies and our new, on site programs, Full Service Plus. Trainings on topics such as conflict prevention and resolution, impulse control, and development of student interpersonal skills.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school employs school wide AVID strategies to support all students at JRMS.

6th grade students who are considered "at risk" will be recruited by AFL. The course master has also included

7th and 8th grade students to participate in the school based AVID program which entails Cornell Note taking, ACES, and organization skills.

8th grade students participate in Parent Night with local High School programs. These programs discuss various academic and extra curricular programs to attract that these students will embark upon as they matriculate into the high school arena.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Tier 1 interventions are designed for every student in the general curriculum. Best practices are aligned with students data to drive instruction and professional development. Teachers use differentiated instruction to increase student understanding. Differentiated professional development is implementing during common planning and early dismissal Wednesday, and them monitored to ensure that the specific outcomes are being implemented in the classroom with students.

The Tier 2 supports include teacher created differentiated instruction based on various student data. The data is organized by the teacher and or the school support staff. Following data analysis, instructional strategies are created during common planning by content area teachers and school based coaches. Small group instruction is then facilitated by the teacher. Data is monitored to determined the level of success. The Tier 3 supports are individualized and occur throughout the year. Tier 3 individual education is data based using various data sources which include but are not limited to: State assessments data, district assessments, student GPA, discipline data, and attendance data.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Establish partnerships with GEAR Up and other businesses to promote college and career awareness.

Part V: Budget

Total:

\$322,643.75